2014

Assessment Report

Hospitality Program

UAM CTM

1. **What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community, peer institutions) about your SLOs?**

Students successfully completing the UAM-CTM Hospitality Services program should be able to:

<u>Students successfully completing the UAM-CTM Hospitality Services program should be able to:</u>

1. Identify hospitality as the act of generously providing care to those in need, and relating understanding through community service.

2. Demonstrate safety and sanitation in the food and lodging industry by identifying, maintaining and safely utilizing commercial tools and equipment.

3. Outline the skills and behaviors required during customer involvement to analyze, judge and act in ways that contribute to customer satisfaction.

4. Demonstrate knowledge of operations relative to the provisions of goods and services in the hospitality foodservice and hotel management industries.

5. Compile effective written and interpersonal communication skills to justify knowledge of fundamental supervisory responsibilities.

These outcomes and additional program information can be found in the course syllabi (Appendix A) and at the following websites:
http://www.uamont.edu/mcgehee/Hospitality1.htm and
http://www.uamont.edu/facultyweb/kelley/
Also, the Student Learning Outcomes are outlined on the UAM-CTM Hospitality Brochure (Appendix B).

These SLO's are posted outside the classroom. (Appendix C)(*photo taken outside classroom entrance)*

2. Describe how your unit's Student Learning Outcomes fit into the mission of the University.

> *The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.*
> *The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.*
> *The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.*

All of the Hospitality SLOs address the highlighted portions of UAM's mission statement. It is the goal of the Hospitality curriculum to educate the students by providing the basic knowledge necessary for success in the chosen field. There are many professions to choose from under the Hospitality umbrella. It is the goal of this University to prepare the student to become a productive member of society no matter what their chosen profession. *(opportunities encompass, selected professions, and vocational/technical preparation, contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training)*

SLO #1: The students identify hospitality as the act of providing care to those in need. They put this *knowledge* to use in their community service. By doing so, they *enhance and share knowledge;* they *synthesize knowledge, and act creatively within their own and other cultures.* The student also experiences *individual achievement and personal development*

SLO #2: The students demonstrate safety and sanitation and also maintain and safely utilize commercial tools and equipment. Through their demonstrations in various lab settings, the students *enhance and share knowledge, synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility.* Through individual lab work and team work, the students have *individual achievement and personal development.*

SLO #3: The student is aware of the skills and behaviors required to analyze, judge and act in ways that contribute to customer satisfaction during customer involvement. By using these skills, the student is able *to preserve and promote the intellectual content of society, and to educate people for critical thought.* They are also enabled *to synthesize knowledge, communicate effectively, and act creatively within their own and other cultures.*

SLO #4: The student demonstrates knowledge of operations relative to the provisions of goods and services in the hospitality foodservice and hotel management industries. This SLO is addressed throughout the mission of the University. (*enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. …to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures. …opportunities encompass, selected professions, and vocational/technical preparation. …through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. …individual achievement and personal development.)*

SLO #5: Effective written and interpersonal communication skills are assessed throughout the course to justify knowledge of fundamental supervisory responsibilities. This is accomplished with oral presentations, letter writing, resume preparation, and duties in the lab. This SLO addresses all highlighted areas of the mission of the university. (*enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. …to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures. …opportunities encompass selected professions, and vocational/technical preparation. …contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. …individual achievement and personal development.)*

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

The students' learning is assessed through a variety of measurements.
After completing a self-guided reading worksheet (Appendix D) of the topic to be taught, and then reading the text, the students participate in class discussion. Through this discussion, the students' comprehension is analyzed by their participation in question and answer.

The students are also evaluated at the end of each unit taught, by written examination. The exams include; matching, multiple choice, fill-in-the blank, and short answer (Appendix E). After grading the exam, the students and I go over the exam question by question. This provides another opportunity for question and answer.

Opportunities for open response are also provided for the student. This is a great tool to use in order to evaluate reading comprehension. The students must demonstrate their ability to utilize context clues in order to fully answer the questions and to see a situation and evaluate. (Appendix F).

The students are assessed on the work completed in the lab. A rubric is used to evaluate student demonstration of techniques and coursework taught (Appendix G).

The Internship students schedule an exit interview with me during the last week of the semester. (Appendix H) The results will be used to evaluate the Internship program overall and make any adjustments necessary.

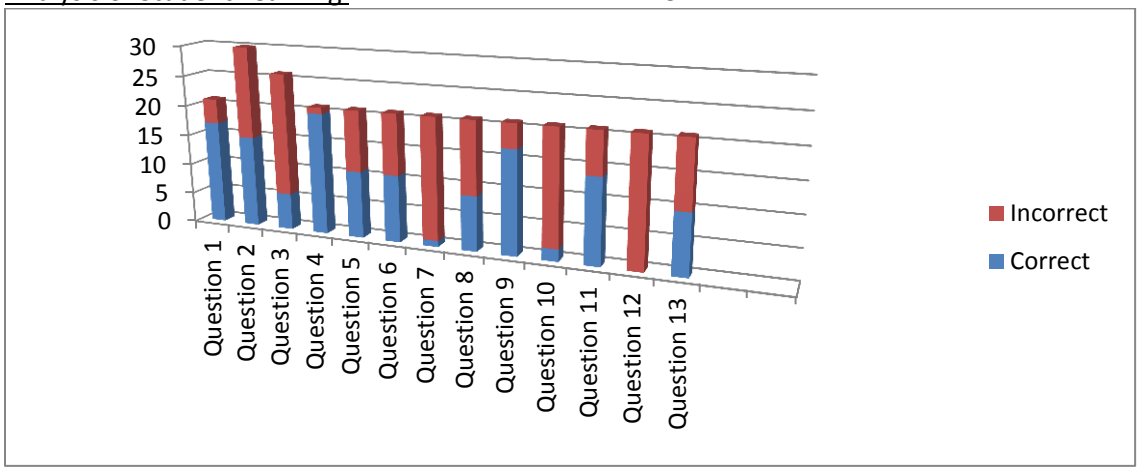
Prior to completing their Technical Certificate in Hospitality, students are enrolled in Internship. They are to complete 90 hours of "on the job" training. (SLO #2) They are evaluated by the place of training and the results are analyzed to ensure the various areas evaluated meet student learning standards. (Appendix I) The following results were noted:

General Technical Skills and Knowledge	Communication Skills	Non-Technical Skills
27.9% out of a possible 30%	27.9% out of a possible 30%	36.7% out of a possible 40%
Includes: knowledge level of terms and concepts, technical ability, quality of work, production, work standards, critical thinking skills	Includes: written communication, oral communication, following directions, listening, communication	Includes: enthusiasm, initiative, punctuality, attendance, interpersonal skills, professional appearance, adaptability, overall attitude

These assessment tools allow me to ensure the student is accomplishing the student learning outcomes.

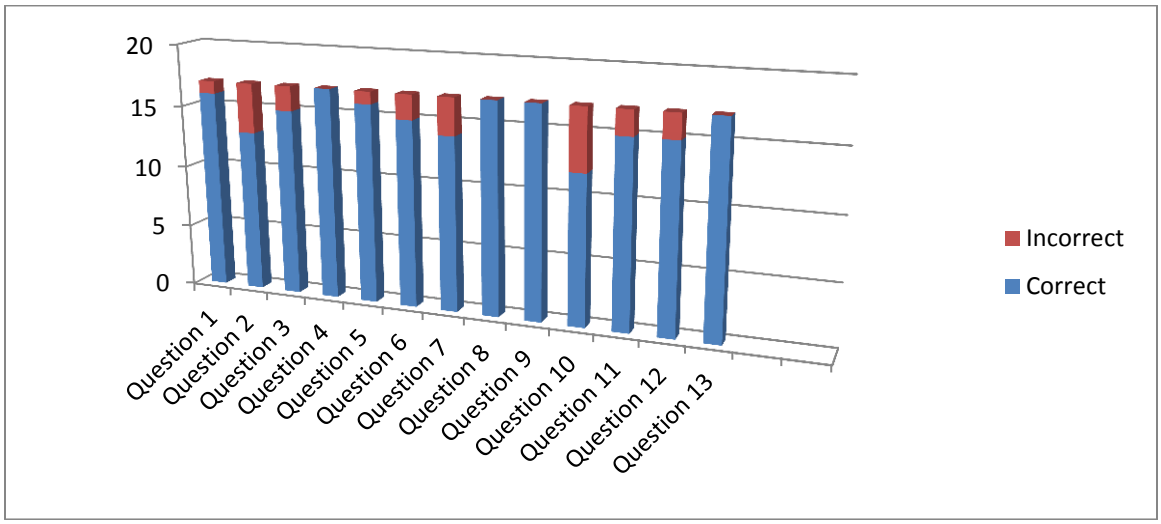
Pre and Post-tests are given in each course. The following chart outlines the results:

Analysis of Student Learning PRE-TEST



The Students were given a pre-test in Customer Service Relations HOSP 1033. Each question pertained to an area to be studied over the semester. 21 students were tested. The results will be used to reinforce instruction in those areas in which student's prior knowledge to the information is at a basic level.

POST-TEST



The Students were given a post-test in Customer Service Relation HOSP 1033. The graph shows improvement in student gained knowledge.

As an instructor, it is vital to analyze each students learning style and adjust teaching strategies to meet the needs of all (Appendix J). After reviewing the results of each pretest, it was necessary to reflect and evaluate the teaching strategies that should be utilized to gain optimum learning. Adjustments were made throughout the course, resulting in an increase for the final test.

During pre-registration for the coming semesters, I conduct a review of courses taken. These include Hospitality courses along with general education courses required for the completion of the program.

4. **Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.**
   The majority of students in the Hospitality Program are non-traditional. A re-introduction to the classroom has been provided to allow success for each student.
   - Learning style assessments were performed so instruction could be adjusted to suit all students (Appendix J). Making sure to address auditory, visual, and tactile learners with various teaching strategies such as lecture, power point, guest speakers, and hands on learning activities.
     - Since not all students learn the same, it is important to understand the learning style of each.
   - Note taking skills have been taught.
     - PowerPoint's are highlighted for content specific note-taking.
     - Students are taught to abbreviate when necessary.
     - Listening skills are reviewed.
   - Rubrics which outline assignment expectations have been provided (Appendix F & G).
     - Open response rubrics are used.
     - Kitchen lab rubrics are used.
   - Supervisor Evaluation of Interns
     - Emphasis is placed on those skills which are evaluated below outstanding during the semester.
     - Results reviewed with the student at the exit interview.

   These have provided an ease back into the classroom and the non-traditional students are more aware of the objectives for each lesson.

   The rubrics are an excellent tool for the students. They are able to see the different areas to be evaluated and respond accordingly. The Supervisor evaluations are an excellent way to verify student learning.

5. **Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.**
   Scoring rubrics are used to evaluate kitchen lab performance. For each lab, the rubric is scored and the results are discussed with the student/students. Use of the rubric, which is from the National Restaurant Association Educational Foundation, allows the student to see the areas which need the greatest improvement. (Appendix G)

   During a Hospitality students Internship, the participating business evaluates the student 4 times during the 90 hours required. These evaluations account for 60% of their grade. These evaluations provide the instructor with the information needed to assess student learning and make adjustments as needed. (Appendix I)

   To reinforce SLO #5, a rubric is provided for written assignments. This allows the student to see where they are proficient and where they may be struggling. (Appendix F)

   The lab is inspected yearly by the Arkansas Department of Health and reviewed with the students to reinforce SLO #2 (Appendix K)

6. **As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.**

   - All students will be assessed by the Adult Education Center. A reading TABE test will be administered to each student to determine their reading level.
   - The textbooks that are used for the Hospitality courses will be evaluated using the Fry Readability Formula. This will show at what reading level the textbooks are written. (Appendix L)

     At the beginning of the semester, Adult Education will administer a TABE test to determine the reading level of each student. Textbooks will be evaluated using the Fry Readability Formula. (Appendix M) The textbooks reading level and the students TABE results will be analyzed to determine if the textbook is appropriate for the course.

   - Math skills will be emphasized during the culinary courses.

     Many of the Hospitality students struggle with math courses they are required to take to complete their program of study. Due to this, it is necessary to implement into the program a section of culinary math. A classroom set of Culinary Math textbooks have been purchased and will be used to enhance math skills.

7. **What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?**
   - Students reading comprehension is evaluated early in the course. This has been completed at the beginning of the topic and throughout the course. Reading comprehension is assessed through the use of data based questions, and written summary of passages read.
   - Students that are in need of a little extra help with the course, are offered assistance during office hours or after class to work more one on one with each student. When necessary, recommendations have been made for the student to visit with our retention specialist or our learning lab for additional aid.
   - Activities within the community which allow more opportunities for the students to demonstrate their learned skills are an ongoing part of the curriculum.
   - Changing lesson plans to accommodate the different learning styles. As per learning style assessments administered to students, various teaching strategies, such as power point, lecture, guest speakers, demonstration and hands-on activities have been implemented.
   - Math skills will be emphasized during Culinary Fundamentals in the fall and during Culinary Preparation and Presentation in the spring.
   - A comprehensive final for Interns is being developed. This comprehensive final will address all SLO's and will be used to evaluate the overall program. This will contain questions from all courses taught.

8. **How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?**

Students enrolled in the UAM CTM Hospitality program complete end of semester evaluations of the course, instructor and facilities. These evaluations were compiled by UAM and sent to the individual campuses. A compilation of these evaluations are shared with each instructor during the instructor's performance evaluation conference to determine actions to be taken by the instructor and/or curriculum changes.

The faculty participates in self evaluations and peer evaluations. With these we can analyze our strategies and see how other instructors are ensuring student learning.
With the assistance of an Advisory Board (Appendix N), instructors are able to get advice from members within the community. The program of study is reviewed and strategies used to instill student learning are discussed.

9. **Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit at the University. (A generalized statement such as "we take a personal interest in our students: is <u>not</u> evidence.)**

Our Student Services personnel travel to schools and receive information from students that are interested in programs offered by the University. These are then given to each Instructor. As the Hospitality Instructor, each High School student interested in the program is sent a letter along with a Hospitality brochure and a business card.

Once a student in enrolled in the Hospitality program the focus is mainly Word-of Mouth advertising. The aim is to generate positive word of mouth advertising by providing exemplary service to the students currently enrolled. By doing so, we are able to not only recruit new students, but also retain our current students.

By encouraging the students to volunteer time within the community, (SLO #1) they are seeing the job possibilities available. They then become motivated to complete the Hospitality Program of Study.

This past year the Hospitality students have had several opportunities to demonstrate their abilities out in the community:

- <u>"A Day In The Life":</u> sack lunches are prepared for visiting high school students
- <u>Faculty Meetings:</u> coffee, orange juice, donuts/breakfast foods for early time lunch items are prepared for later meetings
- <u>Advisory Board Meeting for Individual Departments:</u> plan, shop, prepare, serve, clean-up
- <u>Chamber of Commerce Meals:</u> Dumas, McGehee, Lake Village
- <u>Owlfest 5k:</u> assist with hospitality table
- <u>UAM Homecoming:</u> Tailgate party
- <u>Trick or Treating at the Trotter House:</u> popcorn balls to be handed out at the Trotter House

- Hope Place Fundraiser: plan, organize, decorate, shop prepare, serve, and clean-up for up to 300 people.
- Single Parent Scholarship Banquet: plan, organize, decorate, shop prepare, serve, and clean-up for up to 45 people.
- Monticello Christmas Parade: prepare treats for the "Cookies and Cocoa at the Trotter House
- McGehee Hospital Regional Meeting: provide food service to visiting hospital dignitaries.

Events such as these listed are vital for keeping the program going. It is these events in which the community sees what our program has to offer. By participating in these events, the students are not only getting recognition and gaining knowledge, they are able to network. The hands on experiences give the students a true look into the field of hospitality.

Students are videotaped and photographed during lab exercises. The videos are reviewed by students and evaluations are given to those who participated in the lab.
The photos are posted outside the classroom and are used as a recruitment tool. (The students love seeing their photos posted!)

Events have been publicized in local newspapers. This advertising is an excellent way to recruit new students.

Allowing the students to work out in the community gives the students a sense of ownership. These opportunities assist in retaining current students.

84% of those beginning the program follow through to completion. After receiving their Technical Certificate in Hospitality, many continue on to pursue their AASGT.

APPENDIX A
COURSE SYLLABI

U A M

College of Technology-McGehee

Hospitality Internship

HOSP 1082 – Course Syllabus

Summer I 2014

Course Admission: ***Successful completion of Hospitality Services Technical Certificate requirements excluding this course, or by departmental approval***

90 Hours of Internship= 2 Credit Hours

"Mind your own business, take care of your affairs, and don't worry about other people so much." - Betty White

Instructor:	Lisa Kelley	UAM-CTM Room #112
Email:	kelleyl@uamont.edu	
Telephone #:	(870) 460-2136	
Office Hours:	Monday: 8:00 – 1:00	

Mission Statement

The University of Arkansas at Monticello shares with all universities the commitment to search for truth and understanding through scholastic endeavor. The University seeks to ***enhance*** *and* ***share*** *knowledge, to* ***preserve*** *and* ***promote*** *the intellectual content of society, and to educate people for critical thought. The University* ***provides*** *learning experiences which enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.*

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MATERIALS NEEDED:

A notebook will be provided for you to keep documentation of job experience (your journal) along with all information pertaining to the Internship Program.

COURSE DESCRIPTION:

HOSP 1082, Internship in Hospitality is designed to give students an opportunity to enhance their knowledge by applying what they have learned in a work situation. Students will work with a faculty advisor and an internship employer to develop an education program with meaningful learning objectives based upon their program of study. 90 contact hours are required.

LEARNING OUTCOMES:

Proficiency and retention of course material related to learning outcomes vary between students depending on prior preparation, acquired study habits, native intelligence, motivation, effort, concentration, and other factors. Each student will participate in a variety of tasks that will enable him/her to do the following upon completion of this course:

- Demonstrate dependability, honesty, organization, and punctuality
- Develop superior work ethics including following instructions and ability to work with others
- Establish professional conduct and appearance
- Apply food service and lodging principles and skills in a variety of settings
- Communicate effectively—verbally, nonverbally, and written

ATTENDANCE POLICY:

Persistent attendance is expected in order to gain knowledge from this course. If you miss 20% of the total scheduled hours of the course, you will be officially notified in writing and dropped from the course with an **F** unless official withdrawal has been accomplished. Both the faculty advisor and partnering business must be notified immediately in the event of extenuating circumstances that will preclude attending an internship assignment.

ASSIGNMENTS:

Work schedule assignments will be established through a working relationship between the student, the instructor and the employer. Each student will be required to complete a journal and self-assessment assignment to culminate knowledge and skills attained throughout the Hospitality Program. The assignment will cover hospitality internship as it pertains to lodging, food service, travel, and tourism. Guidelines and scoring criteria will be distributed at the beginning of the semester. As stated in the course description, 90 contact hours are required from your work site. Some of the 90 hours will be obtained through work at the UAM Trotter House.

You will be notified through e-mail of the events as they are scheduled at the Trotter House. It is vital you check your e-mail daily.

ASSESSMENT:

Students will be assessed based on evaluations from the employer and instructor (60%), journal assignments and weekly progress reports from the student (25%), and assignments pertaining to the hospitality industry including a final test and exit evaluation (15%).

ACTIVITY	WEIGHT	PTS	NOTE
Evaluations	60%	400	4 Employer evaluations 100 pts. each
Journal & Attendance Reports	25%	200	4 Signed Reports 50 points each
Final Test & Exit Evaluation	15%	100	May 4th-Each intern will be given a specific time to meet with the Instructor

GRADING POLICY The following grading scale will be used for assigning final grades:

LETTER GRADE	ACHIEVEMENT	EVALUATION
A	100% - 93%	Excellent
B	92% - 85%	Above Average
C	84% - 76%	Average
D	75% - 65%	Conditional
F	64% - 00%	Failing

INCOMPLETE POLICY

A student must be current with course work assignments and/or examinations and must have completed at least 75% of all required course work assignments and/or examinations to be considered for a grade of Incomplete (I).

Grade Dissemination:

I do not talk about overall course grades by email because of federal laws that are in Place to protect student privacy. You can ask me about your grade privately in person. Final grades can be accessed using WeevilNet.

Academic Code Violations

Student conduct statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

a. Copying from another student's paper;

b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;

c. Collaboration with another student during the examination;

d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;

e. Substituting for another person during an examination or allowing such substitutions for oneself.

Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

The Consequences: Intentional or obvious cheating, collusion, duplicity, or plagiarism on homework, a test, or a quiz will result in a grade of zero for that assignment, test, or quiz, and no opportunity to make up the grade will be considered. I want you to succeed. Don't cheat!!!

Students With Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services representative on campus; phone 870-460-2128 in McGehee or 870-364-6414 in Crossett.

UAM main campus: Harris Hall Room 121; phone (870) 460-1026; Fax: (870)460-1926 or email: whitingm@uamont.edu

Disruptive Behavior:

The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.
Disorderly conduct includes, but is not limited to; violent, noisy, or drunken behavior, and/or the use of abusive or obscene language on university-controlled property or while representing the University, or attending a university function. Any verbal abuse, physical abuse or endangerment may result in expulsion from the University of Arkansas at Monticello.

***You are to check e-mail daily for special assignments, activities and course information.**

***Please check the campus calendar at www.uamont.edu for important dates**!

Special Dates of Concern

Summer I 2014 Calendar of Events

May 26 (Mon) – Memorial Day Holiday. Offices and classes closed.
May 27 (Tues) – Application deadline for regular registration.
May 27 (Tues) –First day of classes. Registration for undergraduate classes.
May 28 (Wed) – Last day to register or add undergraduate classes.
June 20 (Fri) – Last day to drop other Summer I classes. Grade will be W.
June 20 (Thurs) – Last day of 3-week graduate education classes. Final exams for those classes.
June 25 (Wed) – Last day of classes. Final exams.
June 26 (Thurs) – 3 p.m. practice for Commencement
June 27 (Fri) – Commencement for College of Technology - McGehee.

Students successfully completing the UAM-CTM Hospitality Services program should be able to:

1. Identify hospitality as the act of generously providing care to those in need, and relating understanding through community service.

2. Demonstrate safety and sanitation in the food and lodging industry by identifying, maintaining and safely utilizing commercial tools and equipment.

3. Outline the skills and behaviors required during customer involvement to analyze, judge and act in ways that contribute to customer satisfaction.

4. Demonstrate knowledge of operations relative to the provisions of goods and services in the hospitality foodservice and hotel management industries.

5. Compile effective written and interpersonal communication skills to justify knowledge of fundamental supervisory responsibilities.

Course Outline (subject to change)

As Hospitality Internship students, you will be working in a professional setting. You are to obtain 90 hours of "on the job" training.
You must submit a weekly report of any and all hours obtained for that week.
You must also have 4 evaluations filled out by your training supervisor.
Please do not wait until the last minute to try to obtain your 90 hours!!!1

May 27	**Syllabus/Contract**
May 28 - 30	**Documentation of hours**
June 2 - 6	**Documentation of hours**
June 9 - 13	**Documentation of hours**
June 16 - 20	**Documentation of hours**
June 23 - 25	**Exit Interview**

UAM College of Technology-McGehee
HOSP 1082 Hospitality Internship
Syllabus Agreement-Summer I 2014

I, _____ do enter into an agreement with the Instructor of this course
PLEASE PRINT YOUR NAME

- I have viewed (at http://www.uamont.edu/facultyweb/kelley) a copy of the syllabus for the course: HOSP 1082 Hospitality Internship.
- I have read and do understand the requirements of the course, specifically the grading and attendance policies and the disruptive behavior policies.
- I understand that all tests including the final are to be taken on the date and during the time given.
- I understand that a late penalty may be applied to any assignment turn in late and whether or not the late assignment is accepted is up to the Instructor.
- I understand the consequences of academic dishonesty.
- I understand that I am responsible for any information presented in orientations, syllabus, lectures, study guides, textbook, videos, students handbook, UAM catalog, and other readings or assignments whether I am present for the dissemination of the information or not.
- I understand that my Instructor will report on my attendance to any office or agency as required by UAM or Federal Financial Aid regulation.
- I understand that I must complete the appropriate information permission paperwork and turn in to the Student Services Department if I want any information shared with family, financial aid agency, employer or other entity and that I will inform these entities to direct their inquiries to the Student Services Department only.
- I understand that while I may seek assistance and advising from UAM faculty and staff, I am ultimately responsible for my progress in this course and in my program of study, and that I must be an informed consumer and apply due diligence in choosing courses and following the laws, regulations, policies and procedures of my program of study, UAM, and the Federal government.
- I understand that the final for this class will be an exit interview in which I will schedule a time to meet with Ms. Kelley on Wednesday June 25, 2014.

_____ _____

Student's signature Date

STUDENT CONTRACT

I _____ have access to the Student Handbook of
Print Student Name

the University of Arkansas at Monticello (in the library and on-line), and I am aware of the university's conduct standards. I have read the policy and understand that I am bound to these rules while attending both on-and off-campus activities as a student of UAM-CTM. I further acknowledge that any infraction of these rules/standards may result in my immediate dismissal from UAM-CTM. Signing of this student contract serves as my agreement to refrain from actions contrary to policy in order to limit the liability of UAM-CTM.

Student's Signature	**Date**
Instructor's Signature	**Date**

UAM COLLEGE OF TECHNOLOGY-McGehee
STUDENT AGREEMENT

COURSE NAME: _____

STUDENT NAME: (print) _____

Phone Number Where Student Can Be Reached _____

Emergency Contact Phone Number _____

_____ I have received a copy of the Internship Rules and Policies. I have read the rules and understand that I am to follow these rules as well as the UAM Student Conduct rules while attending both on- and off-campus activities as a student of UAM-CTM.

_____ I have received a copy of the course syllabus.

_____ I have received a copy of the attendance policy for this course.

_____ I have received a copy of the grading scale for this course.

_____ I have received, read, and signed a copy of the Student Contract for this course.

_____ I understand that it is the policy of the State of Arkansas that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in a state agency's workplace is prohibited.

_____ _____
Student's Signature Date

_____ _____
Instructor's Signature Date

Supervisor Evaluation of Intern

Directions: Please use the scale below to evaluate the student intern in the following categories; circle the number that best matches your response. Please return or fax to 870-460-2136, ATTN: Lisa Kelley

Student Intern: _____

Employment: **First Date of Internship:**_____ **Last Date of Internship:**_____

5 = Outstanding 4 = Good 3 = Average 2 = Needs Attention 1 = Poor N/A = Not Applicable

General Technical Skills and Knowledge							
1.	Knowledge level of terms and concepts related to job	5	4	3	2	1	N/A
2.	Technical ability to perform tasks related to job	5	4	3	2	1	N/A
3.	Quality of work (accuracy, organization, creativity)	5	4	3	2	1	N/A
4.	Production (volume and speed of work)	5	4	3	2	1	N/A
5.	Work standards (goes above and beyond)	5	4	3	2	1	N/A
6.	Critical thinking skills (decision-making, problem-solving)	5	4	3	2	1	N/A
Communication Skills							
7.	Written communication (grammar, spelling, punctuation)	5	4	3	2	1	N/A
8.	Oral communication	5	4	3	2	1	N/A
9.	Follow directions	5	4	3	2	1	N/A
10.	Listening skills	5	4	3	2	1	N/A
11.	Communication with supervisor(s)	5	4	3	2	1	N/A
12.	Communication with co-workers	5	4	3	2	1	N/A
Non-Technical Skills							
13.	Motivation/enthusiasm	5	4	3	2	1	N/A
14.	Initiative (self-starter, works independently)	5	4	3	2	1	N/A
15.	Punctuality and dependability	5	4	3	2	1	N/A
16.	Attendance	5	4	3	2	1	N/A
17.	Interpersonal skills (tact, judgment, courtesy, rapport)	5	4	3	2	1	N/A
18.	Professional appearance (appropriate for work site)	5	4	3	2	1	N/A
19.	Adaptability (willingness to do as asked)	5	4	3	2	1	N/A
20.	Overall attitude	5	4	3	2	1	N/A

Suggested Area(s) to Work on for Improvement: _____

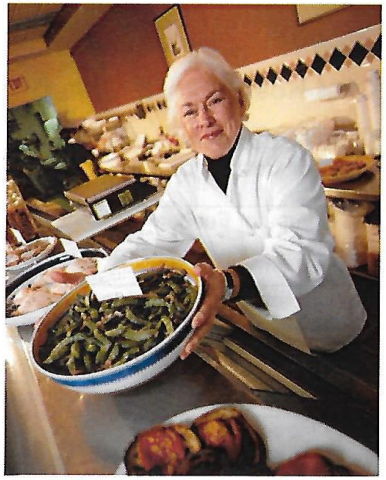
Additional Comments: _____

APPENDIX B

BROCHURE

This brochure is available in the Student Services Department and is also mailed to students who have expressed an interest in the Hospitality Program.

7582



Financial Assistance

If you wish to pursue a pursue a Certificate of Proficiency, Technical Certificate or an Associate of Applied Science in General Technology and you need financial assistance the UAM College of Technology- McGehee (UAM CTM) Student Services program will try to help you find the best program for your needs.

Contact a Student Services representative for information on programs, financial aid and the application process.

UAM CTM Student Services Department
P.O. Box 747
McGehee, AR 71654
Telephone: (870) 222-5360, ext: 2128
Fax: (870) 222-1105

To learn more about the UAM CTM Hospitality program contact a member of the staff:

Lisa Kelley, Instructor
Kelleyl@uamont.edu
Phone: 870-222-2136

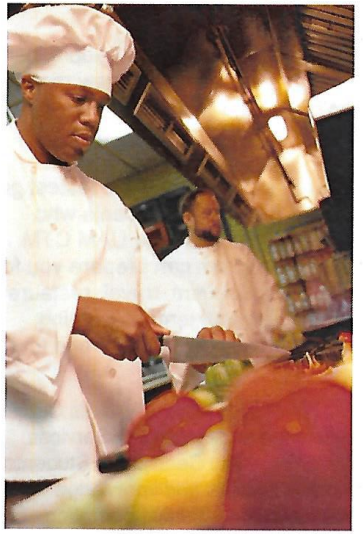
Or visit our website at
http://www.uamont.edu/McGehee/

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

UAM College of Technology-McGehee

Hospitality

Certificate of Proficiency and Technical Certificate



University of Arkansas at Monticello

College of Technology-McGehee

1609 East Ash

McGehee, AR 71654

Telephone: 870-222-5360

Fax: 870-222-4709

http://www.uamont.edu/mcgehee/

UAM CTM Hospitality Certificate of Proficiency and Technical Certificate

Do you enjoy meeting new people, being a host or hostess or creating new recipes or dishes? If so the UAM CTM Hospitality program is for you!

Hospitality and tourism is the fastest growing industry in the world. Students who successfully complete the UAM CTM Hospitality program can prepare you for professions in tourism, travel, restaurants, lodging, club management, gaming, amusement and theme parks and many others.

UAM CTM offers Hospitality Skills Certificate of Proficiency and Hospitality Services Program Technical Certificate. Students learn practical skills and knowledge necessary for the effective operation of the Hospitality Industry including:

- Individual responsibility
- Self esteem
- Sociability
- Self- management
- Personal Integrity

The UAM CTM Hospitality Skills Certificate of Proficiency provides students with the basic knowledge needed for entry-level employment in food service and lodging businesses.

The UAM CTM Hospitality Services Program Technical Certificate is designed to provide individuals with the knowledge, skills, and technical ability appropriate for employment in a wide variety of positions in the hospitality industry. This program includes supervised internships and work-related experiences to simulate realistic problems and opportunities.

Student Learning Outcomes
Students who successfully complete the UAM CTM Hospitality Services Program should be able to:

1 .Demonstrate safety and sanitation in the food and lodging industry by identifying, maintaining and safely utilizing commercial tools and equipment.

2. Outline the skills and behaviors required during customer involvement to analyze, judge and act in ways that contribute to customer satisfaction.

3. Demonstrate knowledge of operations relative to the provisions of goods and services in the hospitality foodservice and hotel management industries..

4. Compile effective written and interpersonal; communication skills to justify knowledge of fundamental supervisory responsibilities.

UAM CTM Hospitality Program

BUS 2003 Tech Business English or higher-level composition course
CFA 1103 Computer Fundamentals or Higher Level
HOSP 1023 Safety and Sanitation
HOSP 1033 Hospitality Customer Service Relations
HOSP 1043 Introduction to Hospitality Operations
HOSP 1093 Culinary Fundamentals
Exit: Hospitality Skills CP or continue on to Semester II
HOSP 1063 Principles of Lodging Operations
HOSP 1073 Supervision Concepts for Hospitality Services
HOSP 1082 Internship in Hospitality Services
HOSP 1103 Culinary Preparation and Presentation
HOSP 1113 Principles of Baking
BUS 2143 Tech Business Mathematics or higher-level mathematics course

Upon successful completion of the HOSP 1023 Safety and Sanitation course, students will be prepared to earn ServSafe™ national certification

APPENDIX C


SMILE
WELCOME TO
HOSPITALITY
Students successfully completing the UAM-CTM Hospitality Services program should be able to:
1. Identify hospitality as the act of generously providing care to those in need, and relating understanding through community service.
2. Demonstrate safety and sanitation in the food and lodging industry by identifying, maintaining and safely utilizing commercial tools and equipment.
3. Outline the skills and behaviors required during customer involvement to analyze, judge and act in ways that contribute to customer satisfaction.
4. Demonstrate knowledge of operations relative to the provisions of goods and services in the hospitality foodservice and hotel management industries.
5. Compile effective written and interpersonal communication skills to justify knowledge of fundamental supervisory responsibilities.

APPENDIX D

Principles of Baking
Guided Reading
Unit 2: Sanitation and Food Safety

In the first blank put what you believe to be the correct response and in the second blank put what you have discovered from your reading of the text.

_____ _____1. It is important to have proper education in food handling and sanitation.

_____ _____2. All people in the food industry are certified in safe food handling techniques and sanitation.

_____ _____3. The threat of transmitting a foodborne illness is of serious concern to all food professionals.

_____ _____4. Bakers do not have to be familiar with the Food Code.

_____ _____5. The most critical element in sanitation is keeping your hands clean.

_____ _____6. You should wash your hands upon arrival at work, after using the bathroom and any time you cough, sneeze, smoke, touch your hair, or after eating.

_____ _____7. It is okay to touch ready to eat foods without gloves if you wash your hands.

_____ _____8. Remove and change your gloves after each task remembering to wash your hands.

_____ _____9. Wearing gloves always means you are sanitary.

_____ _____10. The rules and regulations in food handling are the same for each state.

_____ _____11. When you wash your hands it is recommended to wash for 10 seconds.

_____ _____12. Always clean and sanitize work surfaces and equipment before moving on to the next task.

_____ _____13. Being clean and organized in your work area is the first step to good sanitation.

_____ _____14. Cleaning and sanitizing is the same thing.

_____ _____15. A three-compartment sink is necessary for proper sanitation of utensils.

_____ _____16. The water temperature should be no less than 110 degrees Fahrenheit unless otherwise specified by the manufacturer.

_____ _____17. Sanitizing destroys disease-causing organisms.

_____ _____18. Chemical sanitizers are common and can be used in several ways.

APPENDIX E

Principles of Baking
EXAM I: Units 1 & 2

Matching: Match the correct definition of the words in column A with the correct letter from column B. Each answer will only be used once.

A	B
_____1. Absorption	A. Each step in the formula needs a certain amount of time to develop
_____2. Acid Alkaline Reaction	B. Process by which bakery foods are lightened to increase volume and allow for heat distribution
_____3. Blending	C. Is the balance of the ingredients within a formula
_____4. Creaming	D. Aeration of sugar and egg mixes to leaven batter and meringue
_____5. Fermentation	E. Combining of ingredients to obtain uniform distribution
_____6. Foaming	F. Is the order in which the ingredients should be added in a formula
_____7. Gluten	G. Single cell fungus that produces alcohol and carbon dioxide when given warmth, moisture, food and air
_____8. Leavening	H. Aeration of sugar, shortening and mixes to leaven the batters
_____9. Ratio	I. The protein part of flour which gives structure to bakery products by enabling flour to expand around air or gas and to hold the texture so formed: the determining quality of flavor
_____10. Sequence	J. Controlled period of yeast growth in the dough production
_____11. Time	K. Quantity of liquid that flour will absorb
_____12. Temperature	L. Alkaline dissolved in water will produce carbon dioxide gas with the introduction of an acid
_____13. Yeast	M. Is a major factor for controlling the quality of baked goods. It affects the fermentation in dough, the aeration in creaming and foaming procedures and plays a critical role in the caramelization and moisture content.

Terminology: match the correct definition of the words in column A with the correct letter from column B. Each answer will only be used once.

A.	B.
_____ 14. Bacteria	A. Temperatures between 41 and 135 degrees Fahrenheit
_____ 15. Critical Control Points	B. The name of a state-of-the-art food safety program
_____ 16. Cross Contamination	C. Destroys disease-causing organisms that may be present on equipment
_____ 17. Danger Zone	D. Times in food handling, where you can prevent, eliminate, or reduce a hazard
_____ 18. FDA	E. Single-celled living microscopic organisms
_____ 19. Hazard Analysis Critical Control Point (HACCP)	F. Federal Agency that writes the food code
_____ 20. Sanitizing	G. Occurs when microorganisms are transferred from one surface or food to another.

Multiple Choice: For each question, choose the correct answer.

21. It is important to understand the _____ behind baking before beginning your training.
    A. history
    B. culinary arts
    C. ingredients
    D. principles and theories

22. The first grains were created by:
    A. donkeys.
    B. chickens.
    C. feet.
    D. mortar and pestle.

23. Who was the first to develop grain production?
    A. Europe
    B. Turkey
    C. Egypt
    D. Greece

24. Who introduced rye to the Britain's?
    A. Saxons and Danes
    B. Persians
    C. Dutch
    D. Nobility

25. Who was the first to introduce laws governing the price of bread?
    A. Fryer John
    B. King George the II
    C. Hinny Penny
    D. King John

26. What did the Chinese introduce to help make flour finer?
    A. Silk
    B. More workers
    C. Sieves
    D. A bigger grinder

27. When did wheat overtake barley and rye as the chief bread grain?
    A. 1700-1757
    B. 1700-1767
    C. 1752-1756
    D. 1750-1770

28. From 1640 – 1775 what happened to bakeries?
    A. They burned
    B. They made doughnuts
    C. They opened commercial bakeries
    D. They started advertising

29. How many bakeries were there in Cincinnati in 1780?
    A. 2
    B. 250
    C. 5
    D. More than 20

30. What happened in 1870?
    A. Convection ovens were introduced
    B. Radiant bake ovens went on sale
    C. A continuous firing oven was introduced
    D. A continuous steam oven was introduced

31. Who was the first person to manufacture compressed yeast?
    A. Charles Bronson
    B. Charles Fleischmann
    C. Charles Brown
    D. Charles Goodwin

32. What did the war do for women and baking?
    A. Made them stay home more
    B. Made them mad
    C. Increased job opportunities
    D. Increased their work load

33. When was the baking industry highly automated?
    A. Early 1800s
    B. Late 1800s
    C. Early 1950s
    D. Late 1950s

34. How much bleach should be added to one gallon of water to make up a sanitizing solution of 50-ppm?
    A. 1 teaspoon
    B. 1 Tablespoon
    C. 2 teaspoons
    D. 1 ounce

35. Cleaning is:
    A. wiping the work area with soap and water.
    B. using a sanitizing solution.
    C. removing all visible food waste and residue from a surface or equipment.
    D. hiring a crew to do it for you.

36. After sanitizing, equipment should be:
    A. dried with a clean cloth.
    B. put away properly.
    C. left out to air dry.
    D. washed again.

37. When you finish one task with a knife and cutting board you should always:
    A. use a clean and sanitary cutting board and knife.
    B. wash and sanitize the cutting board and knife.
    C. wipe your cutting board and knife with a clean cloth.
    D. just go to the next task.

38. Rodents and insects love a rich diet of grains and flours so bakers should:
    A. feed them.
    B. feed them in only one designated area.
    C. put up signs not to feed the pets.
    D. keep a spotless, sanitized kitchen to avoid infestation.

39. You should always check your deliveries before putting them away to:
    A. make sure they are the right weight.
    B. make sure they are the right brand.
    C. make sure you have enough.
    D. make sure there is no visible evidence of rodents or bugs.

40. A torn corner of a paper sack could be evidence of :
    A. use.
    B. a pest problem.
    C. improper handling of the product.
    D. it got caught in the door.

41. It is correct to store all food in proper food containers how far off the floor and wall?
    A. 4 inches
    B. 5 inches
    C. 6 inches
    D. 7 inches

42. If you suspect an infestation of pests you should:
    A. yell and scream and run away.
    B. call a friend.
    C. tell your supervisor and avoid the area.
    D. summon a professional exterminator.

43. Flies breed on garbage and then land on places around the bakeshop; this will help keep flies out.
    A. Air curtains and keeping garbage cans covered
    B. Fly paper strips
    C. Using the employee entrance
    D. Fly spray

44. Germs are the most common type of food organisms that contaminate food. What is another name for them?
    A. Microorganisms
    B. Macroorganisms
    C. Diseases
    D. Illness

45. Bacteria are:
    A. bad for you.
    B. multiple celled organisms.
    C. single celled organisms.
    D. organisms that you can see.

46. Various species of bacteria are the cause of what in food?
    A. A really good bread
    B. Fermentation and spoilage
    C. Discolored fruit and vegetables
    D. What scientists want to study in a kitchen

47. CDC stands for:
    A. Creamy Donuts and Candy
    B. Center for Dogs and Cats
    C. Center for Distant Credit
    D. Center for Disease Control

48. One bacterium can reproduce to become nearly how many in just one day?
    A. One thousand
    B. 10 thousand
    C. 10 billion
    D. 100 billion

49. Harmful bacteria are no laughing matter. More than 76 million people get sick each year and 325,000 are hospitalized. How many Americans die each year, according to the Disease Control Center?

A. 5,000
B. 6,000
C. 7,000
D. 10,000

50. Microorganisms are not detected by:

A. people.
B. touch, feel and smell.
C. special testing supplies.
D. smell, taste, or appearance.

Short Answer: Provide a short response that correctly answers each question.

51. Who said, “Bread baking is one of those almost hypnotic businesses, like a dance from some ancient ceremony?”

52. What are the four cardinal rules of baking?

53. Explain the proper method of hand washing.

54. Define the difference between cleaning and sanitizing.

55. Explain the proper methods for thawing frozen foods.

Fill-In-The-Blank
Fill in the blank with the word or words that best completes the sentence.

56. FIFO stands for _____ _____ _____ _____.

57. A _____ knife is much less safe than a _____ knife.

58. Keep all chemicals clearly marked and _____ _____ away.

59. The best way to thaw frozen foods is in the _____.

60. The temperature in refrigerators should be between _____ and _____.

APPENDIX F
DBQ

NAME _____

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, many changes have occurred in the way food is produced. Some of the major changes occurred during the ***Neolithic Revolution***, ***Agrarian (Agricultural) Revolution***, and the ***Green Revolution***. These changes in food production had political, social, and economic effects on societies and regions.

Task: Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Select ***two*** food production revolutions mentioned in the historical context and for ***each***

- Describe the change in food production during that revolution
- Discuss political, social, ***and/or*** economic effects the change in food production had on society or a region

In developing your answers to Part III, be sure to keep these general definitions in mind:

(a) describe means "to illustrate something in words or tell about it"

(b) discuss means "to make observations about something using facts, reasoning, and argument; to present in some detail"

Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

From Food Gathering To Food Producing

> . . . Paleolithic men could not control their food supply. So long as they relied on foraging, hunting, fishing, and trapping, they were dependent on the natural food supply in a given area to keep from starving. But while Paleolithic men continued their food-gathering pattern of existence in Europe, Africa, and Australia, groups of people in the Near East began to cultivate edible plants and to breed animals. Often described as the "first economic revolution" in the history of man, this momentous change from a food-gathering to a food-producing economy initiated the Neolithic Age. Paleolithic man was a hunter; Neolithic man became a farmer and herdsman. . . .

Source: T. Walter Wallbank, et al., *Civilization: Past and Present*, Scott, Foresman and Company

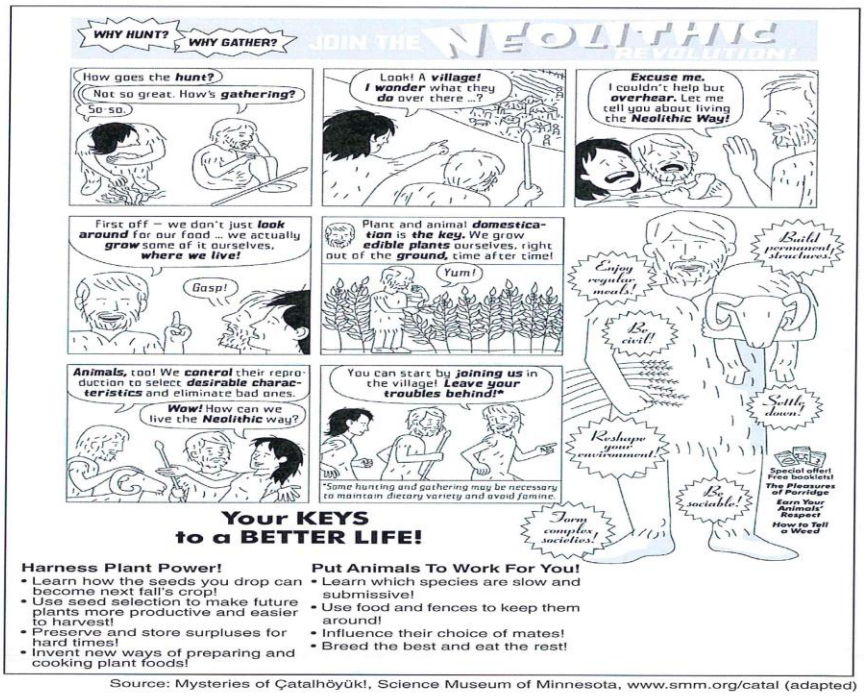
1 According to the authors of this passage, what is ***one*** significant change that occurred between the Paleolithic Age and the Neolithic Age? [1]

_____

_____

Score

Document 2



Source: Mysteries of Çatalhöyük!, Science Museum of Minnesota, www.smm.org/catal (adapted)

2 Based on this comic, state ***two*** effects of the Neolithic Revolution. [2]

(1)_____

_____

Score

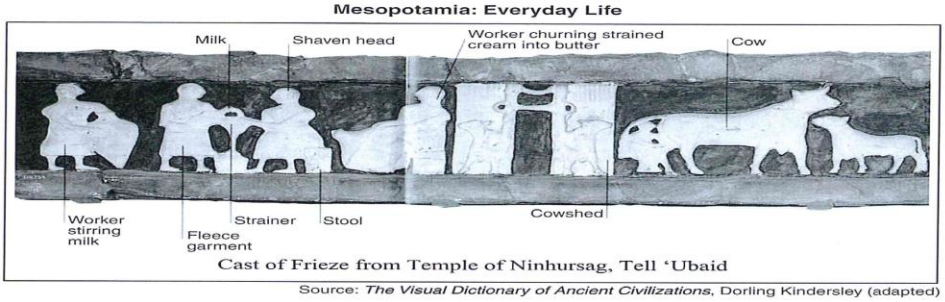
(2)_____

_____

Score

Document 3a

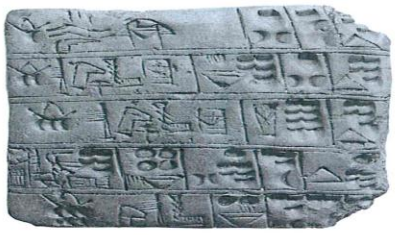
Mesopotamia: Everyday Life



Cast of Frieze from Temple of Ninhursag, Tell 'Ubaid

Source: *The Visual Dictionary of Ancient Civilizations*, Dorling Kindersley (adapted)

Document 3b



Clay Tablet with Pictographic Record of Daily Rations

Source: *The Visual Dictionary of Ancient Civilizations*, Dorling Kindersley (adapted)

3 Based on these images, state ***one*** advance that occurred as the Mesopotamian culture developed a stable food supply. [1]

Score

Document 4

The Agricultural Revolution in Britain

. . . The English Revolution of 1688, confirming the ascendancy [rise] of Parliament over the king, meant in economic terms the ascendancy of the more well-to-do property-owning classes. Among these the landowners were by far the most important, though they counted the great London merchants among their allies. For a century and a half, from 1688 to 1832, the British government was substantially in the hands of these landowners—the "squirearchy" or "gentlemen of England." The result was a thorough transformation of farming, an Agricultural Revolution without which the Industrial Revolution could not have occurred.

Many landowners, seeking to increase their money incomes, began experimenting with improved methods of cultivation and stock raising. They made more use of fertilizers (mainly animal manure); they introduced new implements (such as the drill seeder and horse-hoe); they brought in new crops, such as turnips, and a more scientific system of crop rotation; they attempted to breed larger sheep and fatter cattle. An improving landlord, to introduce such changes successfully, needed full control over his land. He saw a mere barrier to progress in the old village system of open fields, common lands, and semicollective methods of cultivation. Improvement also required an investment of capital, which was impossible so long as the soil was tilled by numerous poor and custom-bound small farmers. . . .

Source: R. R. Palmer, et al., *A History of the Modern World,* 9th edition, McGraw-Hill

4 What were ***two*** changes in the methods of food production that occurred during the Agricultural Revolution in Britain, according to the authors of *A History of the Modern World*? [2]

(1)_____

_____

Score

(2)_____

_____

Score

Document 5

Enclosing or fencing together all of a farmer's land began during the 16th century with the mutual agreement of the landowners. During the 18th century, enclosures were regulated by Parliament.

SELECTED IMPACTS OF THE ENCLOSURE ACTS

Positive Effects

- Less land wastage—boundaries between strips could now be farmed
- Land of a good farmer no longer suffered from neglect of neighboring strips
- Animal diseases were less likely to spread to all village animals. Separate fields for animals made selective breeding possible

Negative Effects

- Eviction of farmers (known as customary tenants) who failed to prove legal entitlement to land their families had worked for generations
- Poor farmers, allocated small plots of land, were unable to compete with large landowners. Many lost their land when their businesses failed

Source: "Enclosure Acts: Great Britain (1700–1801)," *World History on File*, Facts on File (adapted)

5 According to Facts on File, what were ***two*** effects of the Enclosure Acts? [2]

(1) _____

_____

Score ☐

(2) _____

_____

Score ☐

Document 6

> . . . Industrialization transformed the agricultural sector as well, and here the impact pushed beyond the world's industrial leaders. Machinery such as tractors, harvesters, and mechanical plows replaced oxen and human muscles. This trend began in the 19th century with devices such as primitive harvesters and tractors. Yet only in the 20th century did the mechanization of agriculture become important on a global scale, partly in response to the population explosion. Temperate-zone agriculture benefited the most; mechanization revolutionized the cultivation of wheat and other grain crops in North America, northern Europe, South America (in countries such as Argentina, Uruguay, and Chile), and Australia. Tropical crops were less affected by machines; sugarcane continued to be cut by hand, just as coffee beans had to be picked individually from the bushes. Machines nevertheless played some part in tropical agriculture: Factories took over sugar processing, leading to ever-larger [manufacturing] plants. Overall, the trend toward mechanization in agriculture reduced human work in the countryside, leading to greater migration to the cities. Also, the use of expensive machines meant that corporations with considerable capital had an advantage over family farmers, who could not compete against the higher efficiencies of mechanized agriculture. Government policy in Western Europe and in North America generally favored the family farm, however, keeping the number of workers in agriculture artificially high (though falling) despite economic forces to the contrary. . . .

Source: Paul V. Adams, et al., *Experiencing World History*, New York University Press

6 According to this excerpt from *Experiencing World History*, what was ***one*** effect of the mechanization of agriculture? [1]

_____

_____

Score

Document 7

What is the Green Revolution?

The Green Revolution refers to the wave of technological development [research] that started in the 1940s to increase crop productivity in order to help developing countries face their growing populations' needs.

The technologies of the Green Revolution broadly fall into two major categories. The first is the breeding of new plant varieties; the second is the application of modern agricultural techniques such as chemical fertilizers, herbicides, irrigation, and mechanization.

Beginning in Mexico in 1944, the Green Revolution continued in the 1960s to India and Pakistan, where it is credited with saving over one billion people from starvation.

Dr. Norman Borlaug was the agricultural scientist who led the program. In 1970, he won the Nobel Peace Prize for his efforts. . . .

Source: Engineers Without Borders, EWB Workshop, Green Revolution

7 According to Engineers Without Borders, what were ***two*** modern technological advances that were applied during the Green Revolution? [2]

(1)_____

_____

Score

(2)_____

_____

Score

Document 8

Implementation of the First Green Revolution

. . . The [implementation of the] first green revolution—from the early 1960s to 1975—introduced new varieties of wheat, rice, and maize that doubled or tripled yields. The new varieties were highly susceptible to pest infestation and thus required extensive chemical spraying. But they were also responsive to high rates of fertilizer application under irrigation. So, large- and medium-scale farmers in regions with adequate irrigation facilities, easy access to credit, sufficient ability to undertake risks, and good market integration adopted the new varieties. But these requirements meant that the new technology bypassed most poor African farmers.

Another reason that Africa did not benefit from the first green revolution was the research strategy used. To short-cut the process of varietal improvement, researchers introduced improved varieties from Asia and Latin America rather than engaging in the time-consuming exercise of identifying locally adapted germ plasm and using this as the basis for breeding new varieties.

After the early euphoria with the high-yielding varieties, several problems became evident. First, the need for significant use of pest and weed control raised environmental and human health concerns. Second, as areas under irrigation expanded, water management required sophisticated skills that were in short supply. As a result poor farmers growing staple food crops in Africa could not adopt the new varieties. What was crucial for Africa was to develop crop varieties that could thrive in water-stressed regions without heavy use of fertilizers. . . .

Source: "Realizing the Promise of Green Biotechnology for the Poor," *Harnessing Technologies for Sustainable Development*, United Nations Economic Commission for Africa (adapted)

8 According to the authors of this passage, what was ***one*** problem Africa faced in attempting to adopt the Green Revolution? [1]

_____

_____

Score

Document 9

> . . . Industrial agriculture has not produced more food. It has destroyed diverse sources of food, and it has stolen food from other species to bring larger quantities of specific commodities to the market, using huge quantities of fossil fuels and water and toxic chemicals in the process. . . .
>
> Productivity in traditional farming practices has always been high if it is remembered that very few external inputs are required. While the Green Revolution has been promoted as having increased productivity in the absolute sense, when resource use is taken into account, it has been found to be counterproductive and inefficient. . . .

Source: Vandana Shiva, *Stolen Harvest*, South End Press, 2000

9 According to Vandana Shiva, what is ***one*** problem associated with the use of industrial agriculture? [1]

Score

Part B
Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least* ***four*** documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout history, many changes have occurred in the way food is produced. Some of the major changes occurred during the ***Neolithic Revolution, Agrarian (Agricultural) Revolution,*** and the ***Green Revolution***. These changes in food production had political, social, and economic effects on societies and regions.

Task: Using the information from the documents and your knowledge of global history, write an essay in which you

Select ***two*** food production revolutions mentioned in the historical context and for ***each***
- Describe the change in food production during that revolution
- Discuss political, social, ***and/or*** economic effects the change in food production had on society or a region

Guidelines:

In your essay, be sure to
- Develop all aspects of the task
- Incorporate information from *at least* ***four*** documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

APPENDIX G

Scoring Rubric: Kitchen Lab performance Evaluation

Product Name: _____ Date: _____

Cook: Asst. Cook: Manager: Swing:

Criteria	Professional (5)	Above Proficiency (4)	Proficient (3)	Below Proficiency (2)	Lacks Proficiency (1)
Personal hygiene	Follows the 5 hand washing steps; hair is secured; apron is worn properly	Follows 4 out of 5 hand washing steps; hair is secured and apron is worn.	Follows 3 out of 5 hand washing steps; hair is secured; however not properly; apron is on	Follows 2 out of 5 hand washing steps; hair does not stay secured; apron is dirty.	Does not follow steps of hand washing; hair not secured and no apron is worn.
Sanitation	All work surfaces are cleaned w/a detergent and sanitized before & after lab; sink area is wiped clean at end of lab. Maintains clean work space throughout activity. Floor is swept under table & around work triangle.	Work surfaces are cleaned w/a detergent & sanitized before & after lab; sink area is left clean & dry. Maintains clean work space. Floor is swept under table & work area	Work surfaces moderately cleaned; needed reminding of sink sanitation. Floor is swept in work triangle area only.	Work surfaces need to be cleaned & sanitized with more care to prevent cross-contamination. Floor area was not swept.	Does not follow sanitation rules when working in the kitchen lab.
Personal and Food Safety	Extreme care is taken with all tools & equipment, including cutlery. Always pulls oven racks out; follows all safety rules as stated in beginning of course. Avoids cross-contamination throughout activity.	Care is taken with all tools & equipment, including cutlery. Pulls oven rack out occasionally; follows safety rules as stated; avoids cross contamination	Misuse in care & procedures for some tools, equipment &/or cutlery; needs to pull oven rack out; needs to follow safety rules as stated; may have caused cross contamination	Below proficiency with food safety procedures and has caused cross contamination with food or surface due to misuse of tool & equipment.	Lacks proficiency with too many personal and food safety issues.
Mise en Place (prep & planning)	Thorough and efficient planning is evident before and during lab activity. Jobs are rotated daily; all food measurements and equipment are in place on work table in order of usage. All utensils & tools are organized & stored properly	Thorough planning is evident before and during lab activity. Jobs are rotated daily; food measurements & equipment are in place on work table in order of usage. Tools & utensils are organized & stored properly	Adequate planning is evident during lab activity; usually rotates job responsibilities. Needs prompting to do planning. Some disorganization with Mise en place.	Planning is not evident; too much talking and not doing your job responsibilities. Doesn't listen & is not organized with Mise en place.	Lacks knowledge in prep work and planning. Kitchen is not organized at end of lab.
Directions oral & written	Very attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block.	Attentive to oral instructions; student demonstrates under-standing of recipe terminology; product is prepared according to directions; lab is completed before the end of the block	Listens to directions w/some prodding; understands most recipe terms; product came out okay and group just finishes when the bell rings	Does not listen to oral direction; written directions are confusing; product is over/under cooked; lab is incomplete at the end of block	Does not follow any directions; does not understand terms; product and lab are incomplete
Social Manners	Excellent social manners & table etiquette; table is set correctly	Very good social manners & table etiquette; one error in table setting	Good social manners & table etiquette; two errors in table setting	Below average with social manners & table etiquette; three errors in table setting	Does not demonstrate social or table manners; wrong table setting

SHORT ANSWERS:

1. Explain how your product came out.

2. What would you change about the recipe or work for next time?

Sub total: _____
(wt. x 1.66)
Lab Total: _____
(out of 50 pts)

APPENDIX H

Hospitality Internship
Exit Interview

This form is used to report and improve the Internship experience. Your comments are appreciated. Please be sure to add an explanation to your yes or no response. This helps me to understand your response. Thank you!

Student Name_____

1. My major is:

2. Graduation for my degree is/will be:

3. I completed the Internship final paper. (Please circle) Yes No

4. Did you have any difficulties with the Internship program? Yes No (explain)

5. Did you have good support from your work supervisor? Yes No (explain)

6. On a scale of 1 to 10, ten being the best, how would you rate the value of your internship as a valuable experience for you? _____

7. On a scale of 1 to 10, ten being the best, how would you rate the value of your internship as a benefit for your employer? _____

8. Have you made an employment decision for your chosen career path or advanced degree? Yes No If so, where/what are your plans?

9. Briefly describe what you consider to be your most significant lessons learned during this Internship?

10. What specific projects or assignments were you given during the Internship program?

11. On a scale of 1 – 10, with 10 being excellent, how would you assess your performance in the following areas throughout the Internship?

- General Technical Skills and Knowledge
  - Quality of work_____
  - Knowledge of work to be done_____
  - Critical thinking_____
- Communication Skills
  - Written_____
  - Oral_____
  - Listening_____
- Nontechnical Skills
  - Motivation_____
  - Punctuality_____
  - Attendance_____
  - Overall attitude_____

12. As Internship Instructor, was I available when you needed me and did I respond in a timely fashion to your emails/voice mails? Yes No (explain)

13. Please list any recommendations for changes that you feel would improve the Internship program in the Hospitality department.

This is just a reminder that you will receive an Internship grade based on your journal and attendance reports, evaluations, final paper and the exit interview.

APPENDIX I

UAM Technology College of McGehee

SUPERVISOR EVALUATION OF INTERN

Directions: Please use the scale below to evaluate the student intern in the following categories; circle the number that best matches your response. Please return or fax to 870-222-4709, ATTN: Lisa Kelley

Student Intern: _____

Employment: **First Date of Internship:**_____ **Last Date of Internship:**_____

5 = Outstanding **4 = Good** **3 = Average** **2 = Needs Attention** **1 = Poor** **N/A = Not Applicable**

General Technical Skills and Knowledge							
1.	Knowledge level of terms and concepts related to job	5	4	3	2	1	N/A
2.	Technical ability to perform tasks related to job	5	4	3	2	1	N/A
3.	Quality of work (accuracy, organization, creativity)	5	4	3	2	1	N/A
4.	Production (volume and speed of work)	5	4	3	2	1	N/A
5.	Work standards (goes above and beyond)	5	4	3	2	1	N/A
6.	Critical thinking skills (decision-making, problem-solving)	5	4	3	2	1	N/A
Communication Skills							
7.	Written communication (grammar, spelling, punctuation)	5	4	3	2	1	N/A
8.	Oral communication	5	4	3	2	1	N/A
9.	Follow directions	5	4	3	2	1	N/A
10.	Listening skills	5	4	3	2	1	N/A
11.	Communication with supervisor(s)	5	4	3	2	1	N/A
12.	Communication with co-workers	5	4	3	2	1	N/A
Non-Technical Skills							
13.	Motivation/enthusiasm	5	4	3	2	1	N/A
14.	Initiative (self-starter, works independently)	5	4	3	2	1	N/A
15.	Punctuality and dependability	5	4	3	2	1	N/A
16.	Attendance	5	4	3	2	1	N/A
17.	Interpersonal skills (tact, judgment, courtesy, rapport)	5	4	3	2	1	N/A
18.	Professional appearance (appropriate for work site)	5	4	3	2	1	N/A
19.	Adaptability (willingness to do as asked)	5	4	3	2	1	N/A
20.	Overall attitude	5	4	3	2	1	N/A

Suggested Area(s) to Work on for Improvement: _____

_____

Additional Comments: _____

_____

_____ _____

APPENDIX J

DOING IT YOUR WAY

YES	NO	
		1. I learn a lot from listening to instructors and other knowledgeable people.
		2. I figure things out best by trial and error.
		3. It is easy for me to learn from books.
		4. Give me a map and I can find my way.
		5. I like to have directions explained to me verbally.
		6. I can often assemble something I just bought without looking at the directions.
		7. I learn a lot from discussions.
		8. I'd rather watch an expert first and then try a new skill.
		9. The best way for me to learn how something works is to take it apart and put it back together again.
		10. I can remember most of what is said in classes and meetings without taking notes.
		11. I do best in the classes that involve physical activity and movement.
		12. Diagrams and drawings help me to understand new concepts.

HOW DID YOU SCORE?

If you answered Yes to 1, 5, 7, and 10, you're an **AUDITORY LEARNER.**
Learning tips—read and quiz yourself aloud, listen to tapes, explain what you want to learn to others.

If you answered Yes to 3, 4, 8, and 12, you're a **VISUAL LEARNER.**
Learning tips—use videos, draw a mental picture of new information or sketch it out on paper, using diagrams or plans.

If you answered Yes to 2, 6, 9, and 11, you're a **TACTILE LEARNER.**
Learning tips—act out or walk through a series of instructions, underline and highlight written materials.

Your score may indicate that you're more than one type of learner. This isn't unusual. Many people have a mix of styles.

Instructional Technologies and Tools that Address Different Learning Styles

What are the important components in courses that work best to reach many learning styles?

Most good courses that **reach many learners** have five basic elements:

- Instruction: Tutorials, readings, interactivity, structure, goals and outline
- Testing: Self-tests, exams, quizzes
- Assignments: individual, group, active, creative
- References: Resources, both web-based and otherwise
- Communication: Conferencing, e-mail

In addition to including these fundamentals, good courses also vary the presentation methods of these elements, ensuring that the majority of student learning styles are addressed:

	Instruction	Testing	Assignments	References	Communication
Visual	use of a video clip, diagram, image or map	identification on maps, diagrams, required drawings or sketches, read and response	mind mapping of concepts (webbing), diagramming, construction of PowerPoint presentations, readings	reference maps, diagrams, pictures; articles	use of electronic white board, electronic conferencing, chat
Auditory	Lecture,audio clips	sound identification or verbally administered test	projects with audio components, interviews, seminars, giving of reports and speeches, power point w/ audio component	video or audio clips from a media collection	phone, audio conferencing
Tactile	Advance organizer, in class exercises, asking for volunteer participation in class demos or simulations	performance of a task; multiple choice tutorial, reports/papers, portfolio of project work	self assessment quizzes, model building, presentations, demos,	virtual field trips	synchronous conferencing; group work

Learning styles can be enhanced by specific computer technologies and/or by reconstructing assignments and assessments.

APPENDIX K

ARKANSAS DEPARTMENT OF HEALTH
Environmental Health Protection
http://www.healthyarkansas.gov/programServices/environmentalHealth/foodProtection/Pages/default.aspx

Food Establishment Assessment Report

Page 1 of 2

Arkansas Department of Health, 4815 West Markham Street, Slot 46, Little Rock, AR 72205

As Governed by State Code Section 20-7-101 through 20-7-130, 20-56-201 through 20-56-223, 20-57-201 through 20-57-208

No. of Risk Factor/Intervention Violations:
No. of Repeat Risk Factor/Intervention Violations:

Date: 12-13-13
Time in: 1000
Time out: 1015

Establishment Name	Address	City/State	Zip Code	Telephone
UAM College Tech	1609 E. Ash	N Gehar	71654	222-5360

Customer #	Contact Name	email	Est. Type	Risk Category
AOH 10986338	UAM Tech		101	1

Purpose of Inspection: [X] Routine [ ] Follow-up [ ] Complaint [ ] Investigation [ ] Construction [ ] Other

Permit Posted [ ] Yes [ ] No [ ] N/A Exp. Date:
Valid Permit **8-301.11** Permit Posted **8-304.11**

Tobacco Signage No Sales to Minors [ ] Yes [ ] No [X] N/A No One Under 21 Allowed [ ] Yes [X] No [ ] N/A **Sample Collected** [ ] Yes [X] No # of Samples

FOODBORNE ILLNESS RISK FACTORS AND PUBLIC HEALTH INTERVENTIONS

Circle designated compliance status (IN, OUT, N/O, N/A) for each numbered Item
Mark "X" in appropriate box for COS and/or R
IN=in compliance OUT=not in compliance N/O=not observed N/A=not applicable
COS=corrected on site during inspection R=repeat violation

	Compliance Status		COS	R
	Demonstration of Knowledge			
1	IN OUT	Person in charge present, demonstrates knowledge, and performs duties		
	Employee Health			
2	IN OUT	Management, food employee and conditional employee; knowledge, responsibilities, and reporting		
3	IN OUT	Proper use of restriction and exclusion		
	Good Hygienic Practices			
4	IN OUT N/O	Proper eating, tasting, drinking, or tobacco use		
5	IN OUT N/O	No discharge from eyes, nose, and mouth		
	Preventing Contamination by Hands			
6	IN OUT N/O	Hands clean & properly washed		
7	IN OUT N/A N/O	No bare hand contact with RTE foods or approved alternate method properly followed		
8	IN OUT	Adequate handwashing facilities supplied & accessible		
	Approved Source			
9	IN OUT	Food obtained from approved source		
10	IN OUT N/A N/O	Food received at proper temperature		
11	IN OUT	Food in good condition, safe, & unadulterated		
12	IN OUT N/A N/O	Required records available; shellstock tags, parasite destruction		
	Protection from Contamination			
13	IN OUT N/A	Food separated & protected		
14	IN OUT N/A	Food-contact surfaces; cleaned and sanitized		
15	IN OUT	Proper disposition of returned, previously served, reconditioned, & unsafe food		

	Compliance Status		COS	R
	Potentially Hazardous Food Time/Temperature			
16	IN OUT N/A N/O	Proper cooking time and temperatures		
17	IN OUT N/A N/O	Proper reheating procedures for hot holding		
18	IN OUT N/A N/O	Proper cooling time & temperatures		
19	IN OUT N/A N/O	Proper hot holding temperatures		
20	IN OUT N/A	Proper cold holding temperatures		
21	IN OUT N/A N/O	Proper date marking & disposition		
22	IN OUT N/A N/O	Time as a public health control: procedures & records		
	Consumer Advisory			
23	IN OUT N/A	Consumer advisory provided for raw or undercooked foods		
	Highly Susceptible Populations			
24	IN OUT N/A	Pasteurized foods used; prohibited food not offered		
	Chemical			
25	IN OUT N/A	Food additives; approved & properly stored		
26	IN OUT N/A	Toxic substances properly identified, stored, & used		
	Conformance with Approved Procedures			
27	IN OUT N/A	Compliance with variance, specialized process, & HACCP plan		

Risk factors are improper practices or procedures identified as the most prevalent contributing factors to foodborne illness or injury. Public Health interventions are control measures to prevent foodborne illness or injury.

GOOD RETAIL PRACTICES

Good Retail Practices are preventative measures to control the addition of pathogens, chemicals, and physical objects into foods.
Mark "X" in box if numbered item is not in compliance Mark "X" in appropriate box for COS and/or R COS=corrected on site during inspection R=repeat violation

			COS	R
	Safe Food and Water			
28		Pasteurized eggs used where required		
29		Water & ice from approved source		
30		Variance obtained for specialized processing methods		
	Food Temperature Control			
31		Proper cooling methods used; adequate equipment for temperature control		
32		Plant food properly cooked for hot holding		
33		Approved thawing methods used		
34		Thermometers provided & accurate		
	Food Identification			
35		Food properly labeled; original container		
	Prevention of Food Contamination			
36		Insects, rodents, & animals not present; no unauthorized persons		
37		Contamination prevented during food preparation, storage & display		
38		Personal cleanliness		
39		Wiping cloths; properly used & stored		
40		Washing fruits & vegetables		

			COS	R
	Proper Use of Utensils			
41		In-use utensils; properly stored		
42		Utensils, equipment & linens; properly stored, dried, & handled		
43		Single-service & single-service articles; properly stored & used		
44		Gloves used properly		
	Utensils, Equipment and Vending			
45		Food & non-food contact surfaces cleanable, properly designed, constructed, & used		
46		Warewashing facilities; installed, maintained, & used; test strips		
47		Non-food contact surfaces clean		
	Physical Facilities			
48		Hot & cold water available; adequate pressure		
49		Plumbing installed; proper backflow devices		
50		Sewage & waste water properly disposed		
51		Toilet facilities: properly constructed, supplied and clean		
52		Garbage & refuse properly disposed; facilities maintained		
53		Physical facilities installed, maintained, & clean		
54		Adequate ventilation & lighting; designated areas used		
55		Other violations: Code number must be noted on following page.		

Person in Charge (signature) X Sharon Cantrell Date: 12-13-13

Inspector (Signature) [signature] Follow-up: YES NO (circle One) Follow-up Date:

EHP-7 (R/13)

Food Establishment Assessment Report

Page 2 of 2

Establishment	Customer #	Date
UAM Hospitality	AVH 10986338	12-13-13

TEMPERATURE OBSERVATIONS

Item/Location	Temp	Item/Location	Temp	Item/Location	Temp

OBSERVATIONS AND CORRECTIVE ACTIONS

Item Number	Violations cited in this report must be corrected within the time frames below, or as stated in sections 8-405.11 of the food code.
	NO violations
	Kitchen not in operation due to Remodle

Person in Charge (Signature)	X Sharon Cantrell	Date X 12-13-13
Inspector (Signature)	[signature] TK	Date 12-13-13

EHP-7. Pg. 2

APPENDIX L

The Fry Graph Readability Formula

Step 1: Select 3 samples of 100-word passages randomly (eliminate the numbers from word count).

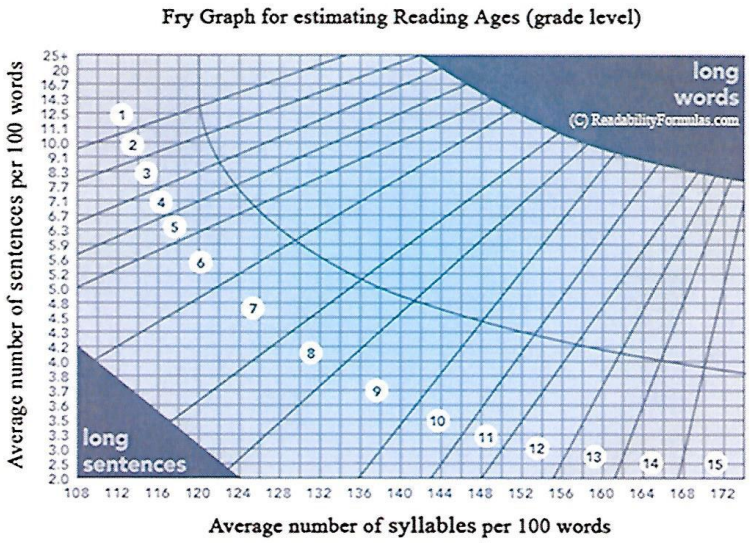
Step 2: Count the number of sentences in all three 100-word passages, estimating the fraction of the last sentence to the nearest 1/10th.

Step 3: Count the number of syllables in all three 100-word passages. Make a table as follows:

	Number of Sentences	Number of Syllables
First 100 words		
Second 100 words		
Third 100 words		
Total		
Average		

Step 4: Enter the graph with Average Sentence Length and Number of Syllables. Plot dot where the two lines intersect. Area where dot is plotted signifies the approximate reading grade level of the content.

Step 5: If you find a great deal of variability, you can put more sample counts into the average.



APPENDIX M

Customer Service
Career Success Through
Customer Loyalty

Customer Relations

The Fry Graph Readability Formula

Step 1: Select 3 samples of 100-word passages randomly (eliminate the numbers from word count).

Step 2: Count the number of sentences in all three 100-word passages, estimating the fraction of the last sentence to the nearest 1/10th.

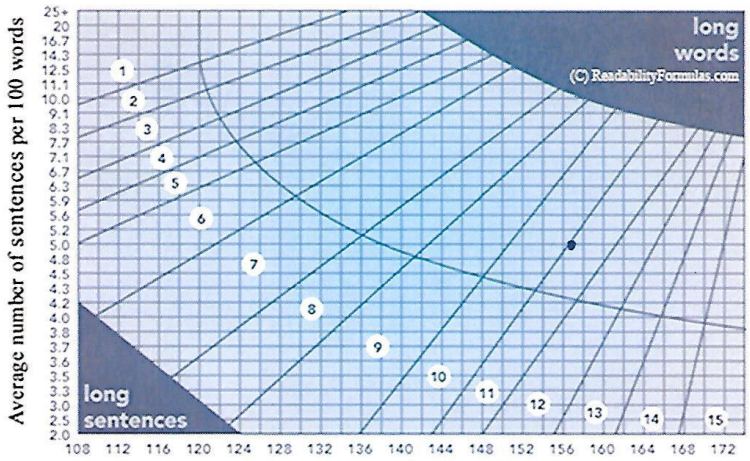
Step 3: Count the number of syllables in all three 100-word passages. Make a table as follows:

	Number of Sentences	Number of Syllables
First 100 words p. 5	5.9	150
Second 100 words p. 39	4.5	148
Third 100 words p. 99	4.5	174
Total	14.9	472
Average	4.9	157

Step 4: Enter the graph with Average Sentence Length and Number of Syllables. Plot dot where the two lines intersect. Area where dot is plotted signifies the approximate reading grade level of the content.

Step 5: If you find a great deal of variability, you can put more sample counts into the average.

Fry Graph for estimating Reading Ages (grade level)



APPENDIX N

Hospitality Advisory Committee
Minutes from Spring Meeting: April 24, 2014

I. Roll call
Those in attendance were Paul Smith, Rebekah Whitaker and Lisa Kelley

II. Minutes from last Advisory meeting
The minutes from the last advisory meeting were reviewed and approved

III. Old Business
- Assessment Report
  An overview of the assessment questions and answers was given. The committee was informed of Mr. Fenolia leaving and Mrs. Kuttenkuler taking that position which oversees the Assessment report completion.
- Technology
  A popcorn machine has been purchased by the Hospitality Department. The committee suggested that it be used as a fundraiser for the Hospitality Agency Account.
- Wednesday lunches/Trotter House
  The committee was informed of the ongoing lab experiences with First Baptist Church and The Trotter House. These are great for retention as the students experience the hands on training and are given ownership of the scheduled duties.

IV. New Business
- Bed and Breakfast Association
  I presented a program on Customer Service at the Bed and Breakfast Association meeting in March.
- ServSafe testing
  Mr. Albritton held a half day of training and testing workshop for me and 7 students who had or were in the process of completing the Safety and Sanitation course. Of those 8 tested: 2 passed, 2 were within 10 points, 2 were within 15 points and 2 were within 30 points of passing. It was suggested by the board that in the future a full day of training followed by testing be planned and to do this two times a year, one time each semester.

V. Field Experience
- Internship
  The advisory board suggested checking with the Arkansas Hospitality Association and MEDC for Internship opportunities. Possible scholarship opportunities are associated with the AHA which would be a great for recruitment and also retaining students.
- Out of class experience
  The students, since January, have had several opportunities to demonstrate their skills:
  Retention and Recruitment meeting on campus –the students prepared and

served taco soup for 14 people.
A Day In The Life-The students planned, prepared and served 65 visiting high *school students.*

Lunch was prepared for a faculty/staff meeting.

Students prepared and served for another departments advisory meeting

Students prepared and served 45 people at the Single Mothers Job and Career Readiness Workshop

The April Dumas Chamber meeting was presented by UAM-CTM, where the Hospitality students planned, prepared, and presented the meal for 60 people.

Students assisted in serving at the McGehee Municipal Building for the Regional Hospital Conference.

Students prepared and served Mr. Ware and visiting legislators.

VI. Retention rate for current semester

42 Advisees / 5 inactive

Principles of Baking:	17 enrolled-2 inactive
Culinary Preparation and Presentation:	17 enrolled-2 inactive
Principles of Lodging:	18 enrolled-3 inactive
Supervision Concepts:	14 enrolled-1 inactive
Internship	5 enrolled-1 inactive
Safety & Sanitation (online)	15 enrolled – 4 inactive

It was suggested that the online course be made a hybrid and meet at the least, once a month in the classroom.

VII. Graduation numbers
8 students will be receiving their Technical Certificate in Hospitality in June.

VIII. Graduate students employment
80% gainful employment report
The committee did mention positions available at Holiday Inn in Monticello, Cash Saver in Monticello and at Drew Memorial Hospital (in the cafeteria and housekeeping).

IX. Curriculum changes –reasons
Students seeking their Technical Certificate in Hospitality are required to take Tech Business Math. This is often an area of concern. A classroom set of 10 culinary textbooks have been purchased for the classroom and will be utilized in Culinary Fundamentals in the fall and Culinary Preparation & Presentation in the spring. As most Hospitality students are nontraditional, this introduction to math during their first semester enrolled with greatly aid with the transition into a math classroom. I will be analyzing the results.

X. Request Recommendations from board members

It was suggested that a rubric on professionalism be utilized for all Active Hospitality students. The committee believes the students should be assessed every two weeks using this rubric.
They suggested that I research and prepare a rubric for this.

The committee also recommended that at the exit interview for interns, that a comprehensive assessment be given. This would show evidence of the Student Learning Outcomes having been mastered.